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ABSTRACT

The director of the National Institute of Education (NIE) reports the institute's progress with authorizing and appropriation committees in both the House and Senate of the United States. New and continuing program efforts and budget are listed for FY 76. Guidelines for developing FY 77 program plans are summarized. A progress report contains NIE's responses to 17 recommendations made by the Campbell Committee. The report concludes with lists of NIE's interaction with the education community, presentations at meetings, sponsorship of conferences, and available publications. (MLF)

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The Director's Report to the Campbell Committee

May 1976

The National Institute of Education
U.S. Department of Health, Education and Welfare
Washington, D.C. 20208

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Director's Report to the Campbell Committee

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DIRECTOR'S REPORT TO THE CAMPBELL COMMITTEE

NIE Relationships With Congress

The past 6 months may be characterized as a period of increasingly productive interaction between Congress and the Institute. The Institute has shown its willingness and capability to be both responsive and responsible in its answers, and I have personally met with many members of Congress, including most of the members of the authorizing and appropriation committees in both the House and Senate. The Institute's authorization is being reviewed by Congress, and its FY 77 appropriation request is progressing concurrently. Let me report our progress on each.

Authorization

As you know, the National Institute of Education was established in 1972 with the passage of PL 92-318, the General Education Provisions Act. That bill gave NIE a 3-year, $550 million authorization; however, during those 3 years, only $255 million was appropriated to the Institute. The Education Amendments of 1974 (PL 93-380) extended its authorization until FY 75, and we are presently awaiting passage of a more encompassing appropriation for FY 76 and subsequent years. Our appropriation for FY 76 is $70 million.

A number of NIE reauthorization proposals are presently before the Congress. The Administration's bill recognized the Institute's five priority areas and indicated that most of the Institute's resources should be directed toward fulfilling their promise. This bill also proposed a yearly authorization ceiling of $90 million for FY 77, and $115 million for 78 and 79.

The Senate Labor and Public Welfare Committee and the House Education and Labor Committee recently reported out their respective versions of legislation to continue the Institute. Both bills include the Administration's provisions and retain NIE's focus on the five priority areas, the policy-making authority of the NCER, the excepted hiring authority, the Visiting Fellows Program, and the general, board nature of the Institute's mandate, including its emphasis on building an effective research and development system.

The House version, which is attached to the Vocational Education Amendments bill (HR. 12835), specifically calls for an interagency council, chaired by the NIE Director, to consolidate information regarding education research and development activities in the Federal Government. It also allows the NCER to employ up to seven staff members, and states that the Council is to be broadly representative of the educational community. NIE's reauthorization in this bill is $100 million for FY 77, $120 million for FY 78, and $140 million for FY 79. The bill was accepted by the House.

The Senate version, which is attached to the omnibus Higher Education Amendments bill (S. 2657), contains a 25 percent earmark of NIE's appropriation for regional educational laboratories and university-based centers, and creates within the Institute a panel to review these labs and centers. The 15-member panel would determine what funding should be provided for each institution. The Senate version provides for such sums as are necessary for FY 76; $500 million for FYs 77, 78, 79; and such as are necessary for FYs 80, 81, and 82.

We expect floor action on the Senate bill by early June, followed by a lengthy House-Senate Conference to iron out the differences between the

two bills. If everything follows schedule, a bill (including NIE's reauthorization) should be on the President's desk by late June.

Appropriation

In January the Administration submitted the President's budget to the Congress. That budget includes a requested appropriation of $90 million for NIE in FY 77, an increase of $20 million over the current level. I note with cautious pride that the requested increase comes at a time when level funding of social programs is a watchword of the Administration, and almost all other parts of HEW's Education Division received either proposed cutbacks or level requests. The Institute has received strong support during this process from Secretary Mathews and Assistant Secretary Trotter. Although there are still many steps to complete before our FY 77 funding level is set, I hope that the coming year will represent a turnaround in the Institute's funding history. Since the Institute's reauthorization has not been adopted, our appropriation will be delayed until passage of that bill. Many higher education and vocational education programs will also be considered later due to lack of reauthorization.

NIE Program Plans

During 1976 the Federal Government will alter its fiscal year by changing the beginning date from July 1 to October 1 and the ending date from June 30 to September 30. For the transition period (July 1 to September 30), NIE has been appropriated $20 million, which will allow activities to be supported at the same level as those in the regular 12-month FY 76 period at $70 million.

FY 76

Fiscal year 76 represents my first year with the Institute and first full year of funding under the Institute's six-Group organizational structure. Although this funding level has allowed far fewer new initiatives than I had hoped, I am pleased with the progress we have made toward the development of a responsible and focused program.

Significant new efforts during this year include:

- o Work in the Dissemination and Resources Group with intermediate agencies, such as regional service centers, local educational agencies, and others to develop knowledge about how to implement successful solutions to local problems.
- o Grant competitions in a number of Groups targeted to fund basic and applied research in such categories as information processing, organization and administration, career decisionmaking, measurement, methodological techniques, and teaching styles.
- o The development of two major institutional relationships in the Teaching and Learning areas (the impetus for which grew out of the large planning conferences held in the summer of 1974).
- o The first steps to develop a series of television programs in career awareness for young children.
- o A variety of new activities in the compensatory education area in perparation for a report due the Congress in FY 77.

The Institute has continued its efforts in a number of other areas, including:

- o State capacity building in the dissemination program.
- o Local problem-solving research efforts.
- o Service to States on issues of educational finance.
- o Implementation and dissemination of the Experience-Based Career Education model.

The bulk of the FY 76 budget now goes and will continue to go toward the continuation of long-term activities. Table 1 shows this funding picture in broad relief:

Table 1. FY 76 NIE Budget by Major Programs
(In millions)

Educational labs and centers	$26.0	(Congressional earmark)
ERIC	5.0	
Vouchers and Experimental Schools	3.0	(Continuations)
State Dissemination Capacity Building	2.0	
Mountain Plains and D.C. Schools Contracts	4.0	(Continuations)
Other major contractual continuations other than labs and centers (University of Mid-America consortium, Experience-Based Career Education, local problem-solving evaluations)	5.0	
Small obligations (grant continuations, other)	5.0	
Salaries and Expenses	11.0	
TOTAL	$61.0	

The balance of FY 76 funds, $9 million, has been used largely for new initiatives.

FY 77

The situation will be similar if the Institute is level funded in the coming fiscal year. A higher funding level will allow NIE to develop new initiatives and to reap some benefits from the past 3 years of planning.

In developing FY 77 program plans, I was guided by four major foci:

(1) The six program areas of the Institute should each be given funds to allow them to be strong and viable efforts. Level funding at $70 million will allow little leeway for new starts; an appropriation of $90 million, however, will provide each program with at least $3 million for new initiatives.

(2) The NCER guaranteed $27 million to the existing laboratories and centers. No guarantees were given to maintaining all of the existing institutions. In part, this guarantee reflects Congressional feeling, for FY 76 appropriation language called for up to $30 million for labs and centers and, as mentioned earlier, the Senate bill earmarks 25 percent of NIE's appropriation for them. On the whole, however, I continue to believe that the labs and centers perform much work of quality and that the productive and viable relationship between NIE and the labs and centers can only be strengthened by such a policy. (There will be more on the labs and centers later in this paper.)

(3) Reflecting my own priorities, the wishes of the Council, and NIE's mandate, I emphasized the importance of both the dissemination and the equality of educational opportunity missions of the Institute. The percentages of funding for dissemination, bilingual education, and research on women show significant increases for FY 77, reflecting the importance attached to these areas.

(4) I recognized the need for the Institute to become more involved with activities at the State and local levels. Again, there are important new efforts planned for FY 77 in this area, which are discussed later.

PERSONNEL

Perhaps the most difficult problems we have faced at the Institute over the past year stemmed from the Civil Service Commission review during the spring of 1975. This review resulted in a reassessment of approximately 340 positions in the agency and in the potential downgrading of about 80 positions. The burden fell most directly on Civil Service employees at all levels, and I am especially concerned that the majority of downgradings affected clerical employees, most of whom are minority women. A tremendous

effort has been made to solve this problem in as equitable and sane a manner as possible. In the best of circumstances, level funding in an agency creates frustration; when promotions and pay increases are frozen for over a year and as many as 25 percent of the employees face downgrading, frustration often turns to justifiable anger or lethargy. Beyond working out procedures that will allow each employee the best possible opportunity to retain his or her grade, we have approached this problem in other ways:

- o We recently hired a new training officer for the Institute who will design an upward mobility program.
- o Management has worked closely with the employees' union to develop procedures to assure equity.
- o I have made a personal commitment to meet with and listen to the problems of each Group in the agency.
- o As of mid-May, there are less than 50 individuals still to be properly placed and the proportion of affected clericals has been somewhat reduced.

On hiring new employees, our attention has been focused largely on filling some key positions within the Institute:

- o Charles Olson was recently hired to fill the Government and External Relations job.
- o We have added a number of new people to our Contracts and Grants Management staff.
- o A new Associate Director for Basic Skills has been selected, we will soon select an Associate Director for Educational Equity, and we are seeking a Chief for the Multicultural/Bilingual Division.

Progress Report on Committee Recommendations

With the above as background, let me now discuss some recent activities which correspond to recommendations in your report. Beyond the first four recommendations which were directed to the Congress (and which I have touched on above), the Committee made 17 recommendations to the Institute. A number of these were acted upon by the NCER at their

September meeting. In the following discussion I shall proceed systematically through the 17 recommendations for the Institute, beginning with your No. 5.

Recommendation 5: Establishing formal advisory councils for each program

I have established an external review process for the Institute to ensure program quality and Institute accountability. The process is intended to foster long-term and continuing analysis of each of the program areas and the Institute as a whole. A review committee for each program --consisting of 6-12 persons credible to the Director, NCER, program offices, and the R&D and education communities--will review each Group's program, assist in conceptualizing major problems and strategies to address those problems, assist the Group in improving the quality of its work, and report its findings to me and the Associate Director of the program. The first review session is scheduled for October of this year.

I have also urged the program Associate Directors and their Division Chiefs to continue to interact systematically with the field. Also, ad hoc advisory committees are being established in specific program areas of the Institute; for example, the Associate Director of Finance and Productivity, Arthur Melmed, has recently formed an advisory group for studies in computer-assisted instruction.

Recommendation 6: Project monitoring

A study on the quality and nature of NIE project monitoring was begun in the Insitute about 3 months ago by two Visiting Fellows, Drs. Sara Smilansky and Milton Goldberg. Involving about 30 NIE staff members in this project, they are now working on four major tasks:

(1) developing a typology of different projects and defining options for different styles of monitoring, (2) studying various needs and options for site visitations, (3) developing improved working relationships between monitors and contract/grant management personnel, and (4) studying ways of utilizing outside consultants to monitor different types of projects.

Recommendation 7: Establishing an R&D system monitoring and analysis unit

The Institute's R&D System Support Division, operating within the Dissemination and Resources Group, is charged with monitoring and analyzing the R&D system. This unit will issue its Request for Proposals to study R&D organizations soon, and will be supporting a feasibility study for a project-level databank for R&D projects sponsored by the Federal Interagency Committee on Education (FICE) Subcommittee on Research, Development, Dissemination, and Evaluation. Its 1976 Databook: The Status of Education Research and Development in the United States is scheduled to come off the GPO press this summer. The Databook will be the first attempt to clearly indicate the variety of education R&D performers and provide some quantitative information about the system as a whole.

The Institute continually seeks way of collaborating with other Federal agencies as well as institutions outside the Federal Government to collect data on the R&D system in education, to determine trends in education knowledge production and utilization, and to provide an information base that will assist as in strengthening our role in this area.

In addition, I chair an Interagency Task Force on Education R&D that coordinates and collects information on Government-wide research. This group may be formalized by law if the House version of NIE's authorization

legislation is accepted. I also serve as a member of the Advisory Council for the National Center for Education Statistics.

Recommendation 8: Communicating NIE activities externally

The Institute has made substantial progress toward letting educators outside know more about its activities. Attachment 1 is a list of some of the persons and groups who have been consulted and/or briefed concerning NIE programs and policies in recent months. Attachment 2 is a list of recent publications which have been developed by the Institute and circulated widely throughout the education community. Finally, individual program offices have continued to improve their own activities in this area. For example, the Desegregation Studies Division in the Educational Equity Group recently held an International Symposium on Education, Social Science, and the Judicial Process to examine the present judicial approach to education problem-solving and policy formation, and the growing role of the social sciences in the judicial process. Papers from this symposium will be widely disseminated by the Institute and also published in three professional journals--School Reviews, Social Problems, and Policy Studies Journal. Also, in August 1974 the Basic Skills Group sponsored a Conference on Studies in Reading, involving 500 experts in the field (150 of whom contributed papers), which resulted in a long-range program plan for the Institute in each of 10 research areas, such as assessment of reading comprehension, grammatical and logical syntax, and attention and motivation. Approximately 2,500 copies of the Summary Report of the Conference were distributed to college and university schools of education, education associations, labs and centers, and others.

Recommendation 9: Strengthening NIE's role in curriculum development

In response to a NCER resolution in September, I commissioned an internal task force on curriculum, headed by NIE staff member Jon Schaffarzick, to study curriculum development and change and make recommendations for NIE action. In summary, the task force recommended that NIE (1) conduct forums to bring out a national discussion of current curriculum issues, (2) study the manner in which curriculum development and change occur in the hope of improving the process, (3) study the feasibility of a general survey of programs offered around the country and actual efforts to change these programs, and (4) study the successes and failures at curriculum reform in the United States and abroad. We shall be acting on these recommendations in the near future.

The past few months have seen the predictions of your Committee borne out as the attention to curriculum matters within the Congress and other places has dramatically increased. I shall continue to promote activities by the Institute in this area in an attempt both to enlighten the national discussion of the issues and to move the Institute toward an active Federal role.

Recommendation 10: Developing NIE procurement policies and procedures

I agree with the Committee that this is an important area for attention. However, the Institute has not given it top priority because of the urgency of other matters, such as labs and centers. I have assigned it to the Office of Planning, Budget and Program Analysis for study, where it will be one of the responsibilities of a newly funded program analysis unit in that office. A draft report on procurement policies in Federal social R&D, prepared by the National Academy of Sciences,

is currently being circulated and reviewed within the Institute. It may have implications for our procurement policies and procedures.

The broader issue is one not just of procurement mechanism or procedures but of how the work supported by NIE is generated--how much field initiation or collaboration is involved. The Institute is, I believe, moving toward more support for "unsolicited" proposals and collaborative work with organizations, but I anticipate that this trend will evolve over several years.

Recommendation 11: Establishing NIE liaison with SEA's and LEA's

Last fall I established an internal task force to consider the Institute's relationships with LEA's and SEA's. In its interim report, this task force stated that contacts have been made with representatives of various constituencies to involve them in their planning sessions; meetings have been held with individuals and groups within NIE to inform them of their efforts; and papers have been commissioned on various issues and recommendations. At this year's AERA convention, NIE Fellow Milton Goldberg met with a variety of school-based research people. Those meetings have led to further plans for the Institute to improve its communications with school district research personnel and to work more effectively with them, and have laid the ground work for extensive cooperation between the Institute and State and local school personnel.

Recommendation 12: Supporting special, new problem areas

For FY 76 I have reserved a very modest sum of funds for deserving activities which may fall outside the priority areas of the Institute. For FY 77 a somewhat greater sum is reserved, though it is still modest. I expect that some of these funds will go toward un-

solicited proposals, although as the long-range planning process bears fruit, some of the funds may be directed toward Institute initiatives. I am acutely aware that deserving work is "falling between the cracks" in the agency, and have asked my planning staff to report options to me for resolution of this problem.

Recommendation 13: Creating an advisory panel to NCER on the R&D system

The Council discussed the advisability of establishing such an advisory group to itself and decided that, since it is still testing the efficacy of its own structure in an advisory capacity to the Institute, it is inadvisable at this time to create another standing advisory group. Instead, the Council will continue to use ad hoc committees and consultants to itself and the Institute for advice on formulating and implementing policy decisions.

Recommendation 14: Maintaining and fostering communication with the outside R&D community.

A variety of steps has been taken on this recommendation:

- I have personally met with the leaders of many professional associations and institutions of higher education to discuss NIE's mission (see attachment 1).
- The program offices of the Institute have continued to strengthen their relationships with appropriate professional research organizations.
- In response to NCER Resolution No. 091875-20, NIE has contracted with the National Academy of Sciences, in conjunction with the National Academy of Education, to conduct a study of the appropriate role for NIE in basic research.

Recommendation 15: Increasing the supply and improving the competence of education R&D personnel

The R&D System Support Division in the Dissemination and Resources Group will collect data on knowledge production and utilization

personnel, moving toward designing a survey of individuals to improve our understanding about personnel flow patterns, job changes, and human resource allocation processes. As indicated in your recommendation, relevant activities may require considerable funds, well beyond those presently available to the Institute. Nevertheless, we have initiated a few other activities for FY 77 in this area whose primary emphasis is directed toward the development of women and minority researchers:

- o About $300 thousand for FY 77 has been set aside for activities in this area. I have asked my planning unit (OPBPA) for an analysis of the most effective ways to spend these funds. They have joined a work group headed by Jerrold Zacharias, and we are tentatively committed to supporting a preliminary study to develop a summer institute to plan a program to achieve parity of minorities in professional fields.

- o In recent discussions with lab and center directors, we have begun to plan ways that the labs and centers can increase their attention to training needs, particularly of minorities and women.

- o We sponsored a mini-conference on minority research training at the recent AERA annual conference.

- o We are discussing with the American Sociological Association a proposal to again sponsor a small number of NIE-based research internships.

- o The Institute is working with the Council for Educational Development and Research (CEDaR) on an apprenticeship model in which a small number of minority intern predoctoral students will be brought into the Institute and supported to work on their dissertations.

Recommendation 16: Planning an intramural research activity

There have been divergent views concerning NIE's involvement in intramural research. In its report to the Council, the NCER Program Development Committee expressed disfavor with the Institute's mounting a large intramural research program at this time, given NIE's resources, budget prospects, and program needs. Rather, the Committee recommended that "staff development needs be pursued by a combination of turnover in excepted positions (as staff members come from and return to the field), temporary staff assignments to research participation away from Washington, and visiting fellows at NIE." Accordingly, I have asked NIE staff members to prepare two "white papers" on this issue: one, by Dr. Tom Tomlinson, on staff development activities for professional staff at NIE and the second by Drs. John Mays and Mike Smith, which, as you know, brings scholars into the Institute to work on both their own research and on Institute efforts.

In the past, planning for internal research has generally been carried out at the Group level within the agency. Although funds are limited (as you note in your report), there are pockets of significant activities, especially in the Basic Skills Group, in both the Learning and the Measurement and Methodology units; in the Educational Equity Group, within the Desegregation and Women's Research programs; and in the Education and Work Group.

Recommendation 17: Supporting research on higher education

As you might expect, this is an area especially close to my heart, and my budget plans for the next fiscal year set aside funds for new efforts in this area. As a first step, Dr. Wilbert McKeachie was in residence

at the Institute in March to evaluate, explore, and propose Institute activities in higher education. His paper has been circulated for purposes of comment and debate and I expect this to lead directly to program activities in the next fiscal year.

Recommendation 18: Developing more complex, long-range program activities

As part of the curriculum effort discussed earlier and in the context of the Institute's long-range planning (discussed under Recommendation 20), we will be considering the need for the long-range development activities you recommend.

Recommendation 19: Studying the dissemination issue

On March 5-6 the Associate Directors and other Institute staff attended a retreat to discuss the issue of dissemination. Some of the policy and procedural decisions made as a result of the retreat include:

- For FY 76 and FY 77 the Office of Planning, Budget and Program Analysis will develop and implement a procedure for gathering data on work requiring dissemination, projected dissemination strategies, and cost estimates.
- For FY 78 the program areas will assume the above responsibilities.
- The development of a dissemination policy for the Institute will be finalized this summer.

The Institute has also recently initiated a major effort patterned on the role of the "extension agent" concept to be carried out over the next few years. In addition the Assistant Secretary for Education has convened an interagency group on dissemination, and contracted with a group of State-related individuals to provide ASE staff with recommendations for future policies.

Recommendation 20: Establishing a long-range planning process

Work on long-range planning has been slow in the Institute. I can

report a few promising developments:

- o The Institute planning staff has been working closely with the Assistant Secretary of Education's office to develop a Five-Year Forward Plan for the Education Division.

- o To improve and encourage institutional relationships with programs within the Institute, I have requested our six program Groups to develop long-range conceptions of their needs. The extended review groups described under Recommendation 5 will be the principal device here to focus NIE wide attention on long-range implications.

- o I have reorganized my planning and budget office to include a division on long-range planning and policy analysis and have asked that office for design of a long-range planning process.

- o I continue to see the cross-cutting activities in such areas as dissemination, the Institute's relationship with State and local education agencies, the curriculum study effort, and the basic research study effort as providing an information base that will be critical in the development of long-range planning within the Institute.

Recommendation 21: NIE future relationships with labs and centers and other education R&D institutions

As you know, the NCER passed a resolution last September calling for the creation and support of two to four national laboratories in FY 77, to be formed from the existing labs and centers. (See Attachment 3 for a copy of that resolution.) The overall Institute plan, as it concerns labs and centers, is for NIE to:

- o Guarantee $27 million (nearly half the Institute's program funds in FY 77 at our requested $90 million appropriation level) to support lab and center programs.

- o Limit the competition for national labs exclusively to existing labs and centers until FY 78.

- o Negotiate long-term special relationships with labs and centers where consistent with Institute programmatic needs.

- o Foster collaborative planning and working arrangements with labs and centers as part of these institutional relationships.

- o Seek additional support for labs and centers from other appropriate Federal funding sources.

- o Establish review panels consisting of external representatives for each institution facing severe financial difficulty to determine whether its capabilities and proposed work warrant further NIE support.

- o Involve labs, centers, and other major R&D performers in planning future NIE programs.

Starting in 1977, NIE will establish special institutional relationships with organizations and groups in the field other than labs and centers (e.g., States, school districts, nonprofits).

Attachment I

National Institute of Education interaction with the Education Community

I. Director has personally met with a large number of education leaders and policy-makers such as:

June 16, 1975	Dean of Schools of Education State of Michigan
July 7, 1975	Robert Lamborn, Executive Director Council on American Private Education
July 15, 1975	Gordon Cawelti, Executive Director Association of Supervision and Curriculum Development
July 23, 1975	Byron Hansford, Executive Secretary Council of Chief State School Officers
July 31, 1975	Stephen K. Bailey, Vice President American Council on Education
August 6, 1975	Paul Salmon American Association of School Administrators
August 18, 1975	Edmund Gleazer, Jr. President American Association of Community and Junior Colleges
October 7, 1975	Board of Directors Council on American Education
January 14, 1976	Deans of Schools of Education State of New York
February 17, 1976	Vernon Jordan National Urban League
May 14, 1976	Chief State School Officers 10 Eastern States, sponsored by the State of New Jersey
May 18, 1976	Executive Board National Education Task Force de la Raza

III. Institute staff members have given planning or programs briefing to education associations or groups such as:

American Association of School Administrators
National School Boards Association
American Association of Colleges of Teacher Education
American Educational Research Association
National Education Association
Council of Great City Schools
American Association for Curriculum Development
Council of Chief State School Officers

IV. The Institute Curriculum Development Task Force has made presentations at meetings of education associations and groups such as:

Organization	Date	Place
Association of Teacher Educators	Feb. 4	St. Louis
National Education Association	Feb. 23	Washington, D.C.
Association for Supervision and Curriculum Development	March 15	Miami Beach
Council for Educational Development and Research	March 19	Washington, D.C.
National Association of Teachers of English	April 4	Boston
National School Board Association	April 11, 12	San Francisco
Association for Childhood Education International	April 13	Salt Lake City
American Educational Research Association	April 21	San Francisco
Federal Interagency Committee on Education	May 5	Washington, D.C.
Council of Great City Schools	May 20	Washington, D.C.
Association of Teacher Educators	May 23	Washington, D.C.
National Council of Teachers of Mathematics	April 23	Atlanta
National Art Education Association	April 10	St. Louis
Commission on Adult Basic Education	April 15	Kansas City

II. The Institute has sponsored a number of conferences such as:

January 31 - February 2, 1975	Organizational Processes in Education
February 2-4, 1975	Organizational Processes in Education
April 18-19, 1975	Conference of Professional Discretion and Liability in Schools
April 24-26, 1975	Organizational Processes in Education
May 8-10, 1975	Organizational Processes in Education
May 12-14, 1975	Research Design in Education
May 19-21, 1975	Research Design in Education
May 29-30, 1975	Postsecondary Education Research Planning Conference
May 29-30, 1975	NIE FY 1977 Program Review Conference
June 16-19, 1975	Test Score Decline Conference
August 14, 1975	NIE FY 1977 Program Review Conference
August 15, 1975	Symposium on School Desegregation and White Flight
December 1, 1975	Conference on the Educational and Occupational Needs of Black Women
January 23, 1976	NIE FY 1977 Budget Briefing
February 17-18, 1976	Education, Social Science and the Judical Process an International Symposium
June 29-30, 1976	Conference on the Educational and Occupational Needs of Hispanic Women

May 1976

The National Institute of Education
U.S. Department of Health, Education and Welfare
Washington, D.C. 20208

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ATTACHMENT 3
NCER Resolution No. 091875-18

RESOLUTION OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH INSTITUTIONS ENGAGED IN EDUCATION RESEARCH AND DEVELOPMENT

I. INTRODUCTION

The legislation establishing the National Institute of Education provides for:

> "...advancing the practice of education, as an art, science, and profession; the strengthening of the scientific and technological foundations of education; and building an effective educational research and development system."

At its April 4, 1975 meeting, the Council commissioned a group of consultants to study and make recommendations about alternative policies which NIE might adopt to support and improve the nation's education R&D institutions.

The Council reviewed the consultants' report and is in general agreement with both their analysis and conclusions. In particular, there is agreement with the conclusion that the Institute should take responsibility for the general institutional health of educational research and development and that substantial Institute resources should be directed toward a group of research and development institutions working directly with NIE on a long-term, large-scale basis.

There are, however, some elements of difference in emphasis between the consultants and the Council and it should not be assumed that the consultants' specific conclusions or recommendations are part of the Council's decisions unless they are explicitly included in the Council's statements or the Director's actions implementing Council policies.

The Council's actions are based on the following three general guidelines:

> First, it may not be prudent to move in one year to a new Educational R&D system. Rather, changes should be introduced gradually over a period of several years in order to allow for the gathering of experience and capability with new arrangements.
>
> Second, as any new system is gradually phased in, NIE should continue to reserve a substantial (but declining) proportion of its budget for supporting, developing, and strengthening existing laboratories and centers capable of high quality research.
>
> Third, institutional relationships must be established under general policies which provide for flexibility in management style, the kinds of institutions involved, and the terms of the relationships.

II. COUNCIL POLICY

A. Supporting and Strengthening Institutions

It shall be the policy of the National Institute of Education to support the development, strengthening, and utilization of high quality research and development institutions within the nation. These institutions include universities, research and development groups associated with universities, federal institutes and laboratories, independent research and development groups, agencies of state and local educational systems, regional laboratories and centers, and other organized collections of research talent. The National Institute of Education shall, within the limitations of available funds and other requirements, assume responsibility for contributing to the continued health of institutions that make high quality contributions to programmatic objectives adopted by the Council.

B. Special Institutional Relationships

In keeping with the general policy outlined in the resolution section on Supporting and Strengthening Institutions, the following policies are established to guide the Institute in entering special relationships with research and development institutions:

1. National laboratories: In FY 1977 the Director shall identify two to four educational research and development institutions as national laboratories. The specific contractual obligations of the Institute and each national laboratory shall be negotiated within the following constraints:

   a. Each national laboratory shall be supported in FY 1977 at a level consistent with a potential funding of approximately $3 to $4 million per year.

   b. Commitments between national laboratories and NIE shall be on a long-term basis (initially between 3 and 5 years).

   c. Each national laboratory shall do work primarily associated with one of the priority areas established by the Council.

   d. Program needs shall determine the specific management styles used to relate priority objectives to research and development activities.

2. Other special relationships: The identification of national laboratories shall not exclude other special relationships with research and development institutions, provided such arrangements do not conflict with identifying two to four national laboratories in FY 1977, and provided they contribute to the program priorities specified by the Council.

3. Existing regional laboratories and centers: The intent of the Council is to ensure, insofar as possible, that existing regional laboratories and centers be strong, established parts of the research, development, and dissemination system of the nation. Toward that end, the following policies shall guide Institute actions to accomplish national laboratories and other special relationships:

   a. The Council re-emphasizes its May 28, 1975, policy that the Institute review the capabilities of all existing laboratories and centers. This review shall include external advisors. The Director will provide reports to the Council on the progress of this review. The review should be completed by April, 1976.

   b. All existing regional laboratories and centers shall be considered as candidates for identification as national laboratories. No institution other than an existing regional laboratory or center shall be considered for identification as a national laboratory before FY 1978, and then only with explicit authorization from the Council.

   c. Before the Institute makes any new special relationships with any organization other than existing laboratories and centers, the Director shall establish that the activity is critical to the mission of the NIE and that the selected institution has the means to provide work of a quality and character that is demonstrably more valuable than work that could be provided by existing laboratories and centers.

4. Policy review: The process and progress of establishing national laboratories and other special relationships under this policy shall be carefully monitored by the Director. He shall report quarterly to the Council on the record of such relationships, attending particularly to their success as measured against alternative investments. The Director shall also review the experience of other agencies in establishing and nourishing special institutional relationships. The Director's analysis and recommendations shall be part of the FY 1978 planning for the Institute. At that time the Council will consider expansion of this policy and provision for other special institutional relationships.

This policy becomes effective September 18, 1975.

John E. Corbally

John E. Corbally, Chairman

September 18, 1975